



Examining Stress Levels of DSP Enforcement Personnel and Intervention Techniques—Phase II

Sue Hunter and Deanne Boss

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Wisconsin Department of Transportation Research, Development & Technology Transfer

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<p>16. Abstract</p> <p>Phase I Wisconsin Division of State Patrol Law Enforcement Stress Study in 2001 indicated that DSP sworn personnel, like other law enforcement personnel throughout the country, experience high levels of organizational and critical incident stress. This Phase II study follows up on these findings by evaluating the effectiveness of several training approaches as they relate to the reduction of sworn officer stress. The goal was to find or develop a program that addressed officer stress and evaluate it for its effectiveness.</p> <p>To meet the study's objectives, a day-long video-based training based on the work of Dr. Kevin Gilmartin was provided to groups of sworn officers over a thirteen-week period. A pre-test at the beginning of the training provided a behavior baseline, and a post-test at six weeks and three months after the training were designed to gauge the effectiveness of the intervention at prompting behavioral changes. The researchers found that the officers were very receptive to the emotional survival training and interested in making changes to improve their satisfaction across the range of life areas. However, the low return rate on the post-test questionnaires made it impossible to determine if there had been any behavioral changes as a result of the training.</p> <p>Through education and increased contact with Wisconsin Department of Transportation Employee Assistance Program personnel, the researcher anticipates that more sworn personnel will now recognize early warning signs of unhealthy stress levels and might possibly be more willing to seek the help that is available to them. In an effort to continue to meet the unique needs of this high-risk group in the future, the researcher also solicited input from sworn personnel to more clearly understand what stress management resources and services might be most beneficial and most frequently utilized by sworn employees and family members.</p>			
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**WISCONSIN DEPARTMENT OF TRANSPORTATION
DIVISION OF STATE PATROL**

**EXAMINING STRESS LEVELS OF DSP ENFORCEMENT PERSONNEL AND
INTERVENTION TECHNIQUES – PHASE II**

FINAL REPORT

PROJECT ID: 0092-03-01

APRIL 2005

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EXECUTIVE SUMMARY

Project Summary

This project, Phase II, was initiated to develop and implement a plan to address and ultimately reduce the stress levels of Division of State Patrol (DSP) Sworn Law Enforcement Personnel. Historically, law enforcement personnel have not been provided with adequate stress management training to manage the demands that the profession places on their personal relationships and their individual physical and emotional health. In addition to this, law enforcement officers often do not utilize the resources, that are available to them to manage their stress. This research phase was needed because based on the outcomes of Phase I, there appeared to be minimal data about the best way to deliver stress management programming to sworn personnel as a high-risk employee group. Our goal was to find or develop a stress program, implement it with DSP, and evaluate its' success.

Background

Phase I of this study which started in 2001, validated anecdotal information that the stress level among sworn personnel warranted stress management programming. Survey results indicated that 51% of DSP Sworn Personnel experience high levels of stress particularly among troopers and upper management. This was consistent with other published literature research throughout the country and indicated that the nature of reported stressors are frequently categorized as organizational.

The research conducted in this study involved all Wisconsin Department of Transportation (WisDOT) sworn individuals of DSP and was conducted during the 13 consecutive weeks of Spring 2004 In-Service at Fort McCoy, Wisconsin, held from February 17, 2004 to May 11, 2004.

Process

The intervention was to provide a daylong video-based training based on the work of Dr. Kevin Gilmartin, to the average group size of 37 sworn officers per week. Dr. Gilmartin's approach provides insight into the natural career progression of over-identifying with the law enforcement role. He addresses typical law enforcement organizational issues by encouraging individuals to be survivors of the systems, not victims. By educating law enforcement officers to the natural career progression, they are then able to use their insight and Gilmartin's suggestions for behavioral change. Life areas that Gilmartin focuses on include, maintaining a healthy personal lifestyle, focusing on relationships with others, and continuing to make sound ethical and financial decisions.

The hypothesis was that those who left training with a written implementation plan for change would be more successful in making behavior changes. This was measured by alternating the weeks where participants were allowed class time to write their personal plan for emotional survival based on the life areas that Gilmartin addresses. The measurement tool was a 70-item self-report questionnaire based on the 9 life areas in Gilmartin's approach. The questionnaire was used as a pre-test and a post-test at 6

weeks and again at 3 months, to evaluate behavior change following in-service intervention.

The second piece of data involved 477 training evaluations that were received from in-service participants.

Findings and Conclusions

The pre-test data, indicated that:

- on average, sworn personnel were not where they wanted to be in any of the 9 life areas as measured by the 70 item questionnaire
- the greater the seniority, the less satisfied individuals were with the 9 life areas
- of all the job titles, the troopers were the least satisfied

Regarding the post-test data, despite efforts for an impressive return rate, on average only 10 questionnaires were returned at 6 weeks and 4 questionnaires were returned at 3 months. Had there been more data, it could have been evaluated for significance of behavior changes made following the training. But, with that response rate, the question couldn't be answered. What can be interpreted from this data is that the impact that the one-shot training had is undetectable or not quantifiable in terms of the level of impact it had in helping people make significant behavior changes in the 9 life areas.

The other piece of useful data in this research project were the 477 training evaluations received the day sworn officers completed the in-service training. The overall ratings were favorable with 10 representing the highest rating and 1 representing the lowest rating to the following question: Overall, how would you rate this course? They responded:

<u>Rating</u>	<u>Number Responding</u>
10	130
9	142
8	150
7	32
6	13
5	7
4	3

This feedback is valuable because it reflects how receptive individuals were to the topic of stress management which has historically been a topic avoided by the law enforcement profession for a variety of cultural reasons. Many of the written comments reflected their views that this emotional survival training was "long overdue", and should be "revisited annually at in-service" and through other appropriate opportunities.

Also on the training evaluations, feedback was solicited about where programming efforts should occur in the future. They responded with the following.

<u>Training Requested</u>	<u>% Requesting training</u>
Spouse/Partner/Family:	30%
Police Communication Operator (PCO):	9%
New Recruit:	4%

Based on their feedback, which is considered vital to the continuing success of meeting their specific needs as a high-risk employee group, efforts have been focused in the following areas. Regarding the Spouse/Partner/Family Program, a proposal has been submitted for Phase III that would have Gilmartin providing Family Training at each of the District Offices during Fall of 2005. The grant will either be awarded or denied late April or early May. Regarding the PCO's receiving the Gilmartin training, training is scheduled for March and April 2005. Finally, in the area of New Recruit Training, Gilmartin materials were shared with Sergeant DeFrang who used them with the Wisconsin Police Corp Recruit Class. The information was also well received with a new recruit class and could be used as pilot information when the State Patrol has another recruit class.

The practical benefits of this research to WisDOT customers involves meeting the emotional needs of sworn personnel who are making life and death decisions that could impact WisDOT customers on any given day. If WisDOT law enforcement officers are effectively handling their stress, it is likely they will be more alert and able to make the instantaneous and ethical decisions that are required with this job.

Findings also suggest the importance of continued focus, efforts and resources in providing on-going stress management services, as one-shot trainings may not address the unique needs of this high-risk employee group.

Recommendations For Further Action

Although there is significant research documenting law enforcement family stress, there is limited knowledge about how to successfully implement a program for the desired result of lowering officer stress. WisDOT EAP has not ever had the opportunity to provide a family specific program and this would allow for research and evaluation regarding best practices where family programs are concerned. Because family members of law enforcement can be a major source of support or stress for the officers, the following short and long-term recommendations are suggested.

Short-term recommendations involve approving Phase III of this project which would provide an opportunity to evaluate the effectiveness of a family program for WisDOT Sworn State Patrol. The proposed project is to have Dr. Kevin Gilmartin present a family program at each of the seven district offices beginning October 2005. This was the recommended course of action for several reasons. First, a family program was requested by 30% of the sworn staff. Particularly where high-risk staff is involved, it is important to ask what their specific needs are and then attempt to accommodate them with effective programming. Secondly, because the program for sworn staff was so well

received, continuing with and extending the program to family members provides continuity as well as the likelihood that it will be well received by family members. The anticipated application of this research might include transferring the outcomes to other family members of DOT employees to determine if such programming might be beneficial during organization change such as reorganization.

Long-term recommendations would include the Division of State Patrol having adequate data from the first three phases of this research to make an on-going annual commitment to continued stress management programming.

In regards to long and short-term programming, one of the valuable outcomes of Phase II was that a one-shot training intervention may not be the most effective intervention in terms of providing employees with the support needed to change behavioral patterns that are helpful in managing stress. Therefore, multi-part programs that would incorporate on-going tools, techniques, and support should be considered and evaluated.

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INTRODUCTION

This research project was a continuation of the DSP Law Enforcement Stress Study, Project ID 0092-01-07, that was approved in 2001. The primary focus of the current project, 0092-03-01, was to analyze the findings from the first project and develop and implement a plan to address, and ultimately reduce the stress levels of our sworn law enforcement personnel.

The results of Phase I of the DSP Law Enforcement Stress Study indicated the following. DSP sworn personnel, like other law enforcement personnel throughout the country, experience high levels of organizational and critical incident stress, yet often times are not utilizing resources available to them to help manage the stress. There is often a distrust of outsiders, that prevent police officers from seeking help; specifically a skepticism toward internal EAP systems.

In addition to this, Phase I indicated that although state patrol personnel were experiencing stress, it was not necessarily unique to WisDOT State Patrol. Rather, according to a number of sources, most law enforcement organizations are often more similar than different when it comes to organizational stressors. Ellen Kirschman, Ph.D, a clinical psychologist and consultant who has been working with police officers and their families for 20 years, identifies organizational stressors as some of the most significant in the law enforcement profession. The top three stressors indicated by WisDOT law enforcement personnel were first, their superiors second-guessing their actions, second, their superiors, and third, the danger they experience on the job.

Once it was understood that the stressors WisDOT personnel were experiencing were not specific to WisDOT, but common to the law enforcement organization, the situation was approached two-fold.

First, the data from Phase I was used as a foundation to further clarify current organizational stressors. A new State Patrol Division Superintendent was appointed in 2003 so in March of that same year, Sue Hunter and Tresa Martinez attended the Bureau of Field Services and Training Meeting. Their objectives were to present the findings from the first study, further clarify current organizational stressors, and understand how those issues might best be addressed. Sue and Tresa received support from the Superintendent and Division to proceed with Phase II of the project that would utilize the research process to develop, implement, and evaluate several approaches in addressing law enforcement stress at WisDOT.

The second part of the two-fold approach could now be implemented because management had the data from Phase I and could determine how to incorporate the data into their policies, procedures and practices. While they were making that determination, the research process of Phase II could be implemented. This involved evaluating and then implementing a program that could immediately provide useful stress management tools and techniques to the WisDOT personnel who indicated high stress levels.

Evaluation and implementation of an appropriate program to address sworn personnel's expressed concerns was begun in April of 2003 when Deanne Boss began work on this project. The Technical Oversight Committee was established and an evaluation of past and current stress management training was done. In the past, only 2 hours had been allocated for stress management training for sworn personnel, and there was not any current programming occurring in this area. Therefore, four potential presenters were closely considered for applicability to WisDOT's specific stress issues. Two of the four were eliminated and a third, Janet Fletcher-Brady's Wellness Program, was deferred for a possible later phase.

The fourth program, offered by Dr. Kevin Gilmartin, was decided upon for a number of reasons. First, Dr. Gilmartin would likely be perceived by sworn staff as a credible presenter because of his twenty-year career in law enforcement followed by earning his doctorate in Clinical Psychology. Secondly, his approach was to address law enforcement stress by educating individuals about the normal career progression of over-identifying with the law enforcement role. When law enforcement personnel do not have the benefit of this insight, they often experience more organizational stressors because they have not created a balance between personal and work life roles. Following the education and insight, Dr. Gilmartin then encourages active planning and behavioral changes to bring more balance to the physically and psychologically demanding effects of this high-risk employee population group.

In summary, the program was chosen because it addressed the organizational issues from a perspective that sworn WisDOT staff could actively participate in. Dr. Gilmartin's program allowed law enforcement personnel to begin utilizing effective coping skills immediately while DSP Management determined how they might integrate the information regarding current stress levels into policies, procedures and practices. This approach seemed particularly appropriate also, as a thorough review of the law enforcement organizational change literature indicated that changing the culture was often a long drawn out, difficult, if not impossible challenge.

METHODOLOGY

Historically, the law enforcement profession has not acknowledged the negative stress related to being an officer and therefore, training has not been conducted to provide education in managing the stress. Therefore, because there was little data to support the best manner in which to address law enforcement stress reduction training, this research project provided an avenue to evaluate a particular training process.

The first question addressed was how the Gilmartin program could be delivered with a research focus, to a 24/7, state-wide law enforcement organization. Existing labor contracts and our ethical concerns prevented delivery to some of the sworn personnel while withholding it from others. Management's commitment of resources allowed the opportunity to present this as a daylong program during the thirteen consecutive weeks of the DSP's 2004 In-Service at Fort McCoy.

The hypothesis was that those who left training with a written implementation plan for change would be more successful in making behavior changes. Therefore, we alternated weeks where participants were allowed class time to write their Personal Plan for Emotional Survival Based on the Life Areas that Gilmartin discusses in his videotape and book. See Appendix A and B.

The amount of behavior change was measured by establishing baseline data through the use of a 70 item survey. See Appendix C. The survey was written based on the nine life areas that the Gilmartin training identified. Those areas were:

- relationship with one's spouse/partner
- parenting role/family interaction
- extended family relationships
- friendships
- cultural or ethnic identity
- values/beliefs/spirituality
- role of community involvement
- interests/hobbies
- physical/emotional.

The pre-test was administered within the first fifteen minutes of each weekly session, just following introductions. In order to protect each person's anonymity, the officers drew a number that had been written on slips of paper and numbered 1-500. Each officer drew his or her own number that only he or she would know for future reference. The pre-test provided a behavior baseline prior to any intervention occurring.

Due to logistical challenges, Dr. Gilmartin was not able to provide the daylong training for the thirteen consecutive weeks that the in-service ran. Therefore, Sue Hunter, Tresa Martinez, Deanne Boss, and two retired state troopers, Dick Kort and John Luther, prepared and delivered the training. To control for differences in presenter styles, presenters were randomly assigned to the thirteen weeks, taking into consideration the intervention and non-intervention weeks.

The daylong training started at 7:45 a .m. and usually concluded between 3:15 and 3:45, depending on how much discussion there was in the group. The intervention started with an update on Phase I of the study through a discussion of the results. The remainder of the training was video-based, incorporating small and large group discussions that focused on difficult to discuss topic areas associated with law enforcement stress management such as ineffective coping strategies and high divorce rates.

At the conclusion of training, resource packets were provided to all participants. The resources that participants left with included the following materials:

- A copy of Dr. Gilmartin's book, Emotional Survival for Law Enforcement: A Guide for Officers and Their Families.
- A memo, "News from the Employee Assistance Program, February, 2004.
- A copy of the WisDOT RD&T News Brief, Understanding Stress Among State Patrol Officers.
- A copy of that day's power point presentation.
- A copy of the questionnaire, two answer sheets to return at 6 weeks and 3 months, and 2 addressed, postage paid envelopes to return the questionnaires in.
- A copy of The Police Officer's Paradox which was a written piece by a lieutenant summarizing the difficulty in managing emotions in the law enforcement profession.
- Copies of several checklists that a sworn officer could complete in a private setting that might help him or her determine if additional help would be beneficial. The checklists included evaluated chemical dependency, alcohol dependency, depression and suicide risk.
- Lists of resources specific to law enforcement were also provided. They included books, websites and other resources available through the EAP Library Guide.

To summarize the intervention, in-service participants in addition to having an opportunity to openly discuss stress factors with other sworn personnel, were provided with tools, techniques and resources that focused on remaining balanced. Suggestions included:

- being more proactive with personal time management
- integrating multiple personal roles into their daily lifestyle
- continuing to conduct themselves with a high level of integrity that would allow them to continue making ethical decisions, and
- focusing on a healthy diet, physical exercise, and adequate sleep.

Half of the groups were also provided with time to complete a personal action plan addressing the above behavior concepts, before leaving training to see if having a personal behavior plan in place made a significant difference in changing behavior.

The post-test measurement began at six weeks following the training and continued at three months. A number of attempts were made to encourage participation in this follow-up procedure. During in-service, the presenters stressed the importance of

completing the post-test and provided all materials needed to do so including a pre-addressed, postage paid envelope. Also at 6 weeks following during in-service, and again at 3 months, reminder notices were sent via State Patrol Districts to each sworn officer, reminding them to complete the questionnaire and mail it in. Due to our concern in protecting anonymity, we were not able to follow-up with those officers who did not return questionnaires because it was not known who did and who did not complete them.

Post-test questionnaires were accepted through August. In September, the University Testing and Evaluation Center processed the data so that a final report could be written.

The initial data was presented to Command Staff (DSP Management) on December 17, 2005 so that their input could be included in any next steps that would be incorporated into this report.

RESULTS

There were two sources of useful data as a result of this study. The first was the 477 training evaluations received the day sworn officers completed the in-service training and the second was the post-test questionnaires. See Appendix D.

The training evaluations provided us with feedback immediately following the day-long intervention. Overall ratings were very favorable with 10 representing the highest rating and 1 representing the lowest rating to the following question: Overall, how would you rate this course? Officers responded:

<u>Rating</u>	<u>Number Responding</u>
10	130
9	142
8	150
7	32
6	13
5	7
4	3

Also on the training evaluations, feedback was solicited about where programming efforts should occur in the future. They responded with the following.

<u>Training Requested</u>	<u>% Requesting training</u>
Spouse/Partner/Family:	30%
PCO:	9%
New Recruit:	4%

The second piece of data was the pre-test/6 week and 3 month post-test questionnaire. Despite efforts for an impressive return rate, on average only 10 questionnaires were returned at 6 weeks and 4 questionnaires were returned at 3 months. See Appendix H. Had there been more data, it could have been evaluated for significance of behavior changes made following the training. But, with that response rate, the question couldn't be answered. What can be interpreted from this data is that the impact that the one-shot training had is undetectable or not quantifiable in terms of the level of impact it had in helping people make significant behavior changes in the 9 life areas.

However, the data did reflect the following three primary outcomes.

First, it indicated on average that sworn personnel were not where they wanted to be in any of the 9 life areas as measured by the 70-item questionnaire. For example, a mean score between 1-1.5 would indicate that officers felt a positive level of satisfaction in response to the questions evaluating satisfaction level in various life areas as measured on the questionnaire. A mean score between 1.5-2.0 indicated that officers were less satisfied in that particular life area. See Appendix E.

The second outcome indicated that the greater the seniority, the less satisfied individuals were with the nine life areas as indicated in the analysis of variance. The Analysis of Variance (ANOVA) helps determine what factor in a situation, is statistically significant or of importance. In this case, what was evaluated was how the years of service impacts level of satisfaction. The three levels evaluated were level 1: less than five years of service, level 2: five to nine years of service and level 3: more than ten years of service. The chance that the officers' level of satisfaction is due to some other factor other than seniority is only 3%, as reflected by the "P" value representing probability of error. As indicated on the ANOVA, those with the least amount of seniority reported the highest level of satisfaction (lower numbers on the 70-item questionnaire meant higher levels of satisfaction). See Appendix F for the ANOVA and Appendix C for the Questionnaire.

The third outcome indicated that of all the job titles, the troopers were the least satisfied. Again, an ANOVA was utilized and in this case there were four levels. The first level was trooper, the second was sergeant, the third was inspector and the fourth, other: do not indicate. Again, an ANOVA was utilized to evaluate the responses and with a probability value of 0, job title as related to life satisfaction measured by the 70-item questionnaire, appears to be a significant factor. See Appendix G.

DISCUSSION

The feedback from the same-day evaluation was valuable because it reflects how receptive individuals were to the topic of stress management which has historically been a topic avoided by the law enforcement profession for a variety of cultural reasons. Many of the written comments reflected their views that this emotional survival training was "long overdue", and should be "revisited annually at in-service" and through other appropriate opportunities.

Based on the sworn officer's feedback regarding future programming which is considered vital to the continuing success of meeting their specific needs as a high-risk employee group, efforts have been focused in the following areas. Regarding the Spouse/Partner/Family Program, a proposal has been submitted for Phase III which would have Gilmartin providing Family Training at each of the District Offices during Fall of 2005. See Appendix I. The grant will either be awarded or denied late April or early May. Regarding the PCO's receiving the Gilmartin training, training is scheduled for March and April 2005. Finally, in the area of New Recruit Training, Gilmartin materials were shared with Sergeant DeFrang who used them with the Wisconsin Police Corp Recruit Class. The information was also well received with a new recruit class and could be used as pilot information when the State Patrol has another recruit class.

The results of this data and other local, regional, and national data suggest that it is imperative for law enforcement agencies to provide stress management resources to help their sworn staff manage the daily demands in the workplace. It is the recommendation of the writers to continue with programming for several reasons. First, from an ethical perspective, it is the right thing to do to provide stress management resources to a high-risk group of employees. Secondly, WisDOT customers, on any given day, have a lot to gain or lose because they are being provided services by

employees who are making life and death decisions. For example, if the employee's emotional needs have been met, it is likely they will be more alert and able to make the instantaneous and ethical decisions that are required with this job. Long-term recommendations would include the Division of State Patrol having adequate data from the first three phases of this research to make an on-going annual commitment to continued stress management programming.

The writers would suggest the importance of continued focus, efforts and resources in providing multi-part stress management services, rather than one-shot trainings that may not address the unique needs of this high-risk employee group. Multi-part programming might include on-going weekly support where an employee sets goals, records behavior toward that goal and monitoring and support are offered through a variety of different modes. For example employees might have weekly phone or email contact with an individual that is helpful in them continuing with their goals. Continued educational information could be disseminated on a weekly basis via email or newsletter.

In addition, because the family of a law enforcement officer can either be an added source of stress given the demanding and unique pressures of balancing a law enforcement career and family life, or a positive support, it is recommended that family programming be an integral part of any program. Although there is significant research documenting law enforcement family stress, there is limited knowledge about how to successfully implement a program for the desired result of lowering officer stress. WisDOT EAP has not ever had the opportunity to provide a family specific program. Therefore, it is the recommendation that a portion of the next phase evaluate various family law enforcement programs to determine the best way to present such a program.

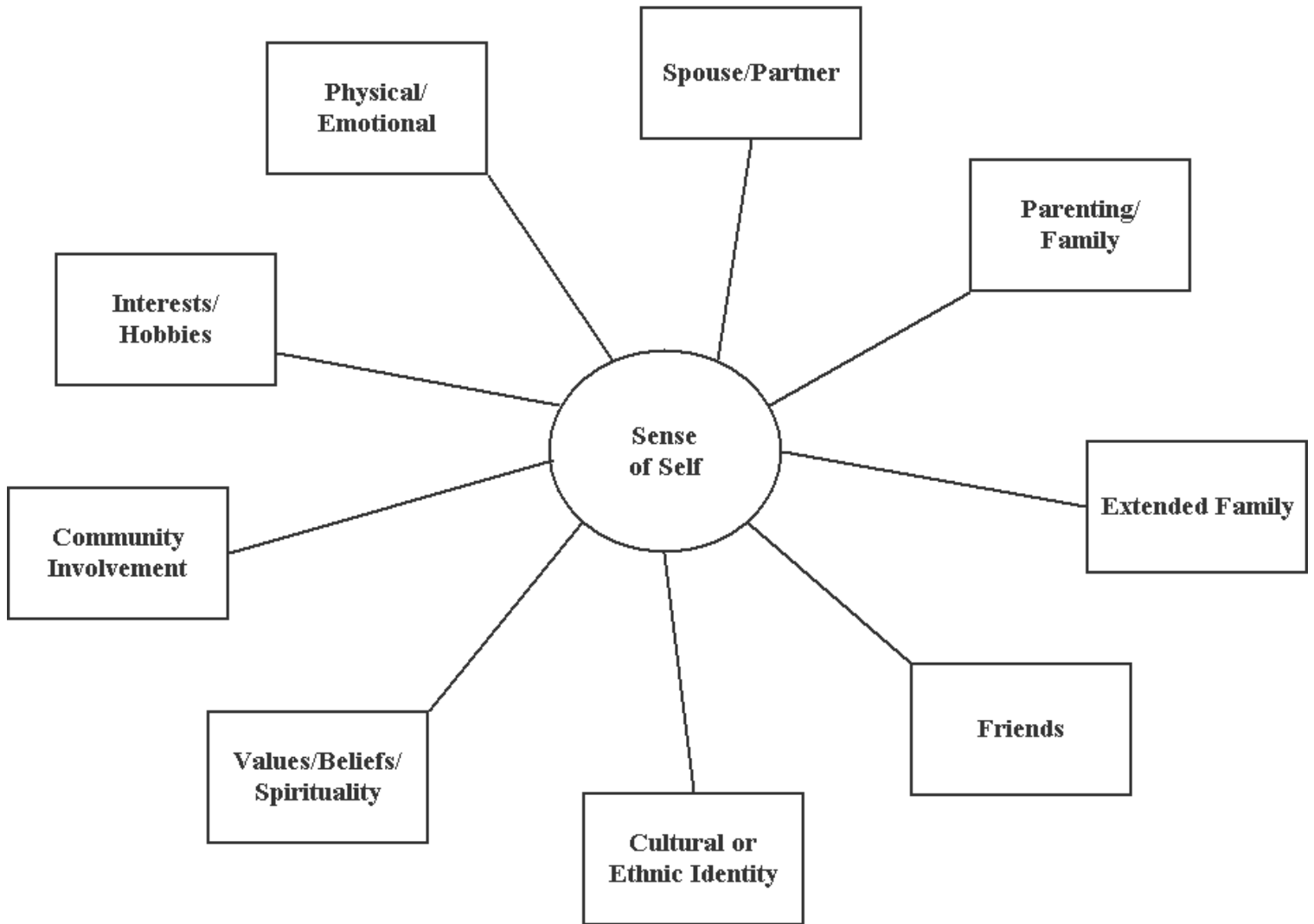
The feedback from Command Staff was to include the following next steps in a continuous program of stress management for sworn personnel.

- Written materials to be made available on the topics of critical incident and family stress.
- If a post-test is administered again, possibly distribute it at a Troop Meeting for better compliance.
- When critical incidents occur, utilize the internal and external (Crites) EAP resources.
- Administer a wellness program.
- Address and support the unspoken issue of suicide risk.
- More focus on the critical incident program and process. Currently, many personnel have a negative view of it. However, once people attend, they view it more positively. Possibly a mock critical incident so individuals know what to expect. A final suggestion was to improve Critical Incident Leadership.

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Appendix A: My Plan For Emotional Survival Based On Life Areas



Appendix B: Life Areas Worksheet

Life Area #1: _____

What am I doing that works well for me? (Building on current successes)

What do I want to do more of? (Goals)

What help do I need? (Resources)

Who/what can help me get there? (Support)

What/who can get me off track? (Sabotage)

Life Area #2: _____

What am I doing that works well for me? (Building on current successes)

What do I want to do more of? (Goals)

What help do I need? (Resources)

Who/what can help me get there? (Support)

What/who can get me off track? (Sabotage)

Life Area #3: _____

What am I doing that works well for me? (Building on current successes)

What do I want to do more of? (Goals)

What help do I need? (Resources)

Who/what can help me get there? (Support)

What/who can get me off track? (Sabotage)

Life Area #4: _____

What am I doing that works well for me? (Building on current successes)

What do I want to do more of? (Goals)

What help do I need? (Resources)

Who/what can help me get there? (Support)

What/who can get me off track? (Sabotage)

Life Area #5: _____

What am I doing that works well for me? (Building on current successes)

What do I want to do more of? (Goals)

What help do I need? (Resources)

Who/what can help me get there? (Support)

What/who can get me off track? (Sabotage)

Life Area #6: _____

What am I doing that works well for me? (Building on current successes)

What do I want to do more of? (Goals)

What help do I need? (Resources)

Who/what can help me get there? (Support)

What/who can get me off track? (Sabotage)

Life Area #7: _____

What am I doing that works well for me? (Building on current successes)

What do I want to do more of? (Goals)

What help do I need? (Resources)

Who/what can help me get there? (Support)

What/who can get me off track? (Sabotage)

Life Area #8: _____

What am I doing that works well for me? (Building on current successes)

What do I want to do more of? (Goals)

What help do I need? (Resources)

Who/what can help me get there? (Support)

What/who can get me off track? (Sabotage)

Life Area #9: _____

What am I doing that works well for me? (Building on current successes)

What do I want to do more of? (Goals)

What help do I need? (Resources)

Who/what can help me get there? (Support)

What/who can get me off track? (Sabotage)

APPENDIX C: PRE/POST TEST QUESTIONNAIRE

Directions: Your honest responses to the following anonymous self-report questionnaire will be used to continue to provide support and services to you as a valued WisDOT employee. Under the special codes section in columns A, B, and C, please record the random number you drew. Then, write this number on this questionnaire as you will need to refer to it in the future. This number is not used to identify you in any way, it will only be used to evaluate any changes you might choose to make from today, to 6 weeks to 3 months. Please do not put your name or social security number on the answer sheet.

1. Do you set personal goals for yourself?
A. Yes, most of the time B. Sometimes C. Rarely D. No
2. Are you comfortable with how you do or don't set personal goals for yourself?
A. Yes, most of the time B. Sometimes C. Rarely D. No
3. Are you open to new ideas and tools that might be useful in helping you set personal goals for increased balance between your work and personal life?
A. Yes B. Possibly C. Probably not D. No
4. Do you currently use techniques to manage your time?
A. Yes, most of the time B. Sometimes C. Rarely D. No
5. Are you comfortable with your current time management techniques?
A. Yes, most of the time B. Sometimes C. Rarely D. No
6. Are you interested in receiving information that could be helpful in helping you better manage your personal wellness and relationships with others?
A. Yes B. Possibly C. Probably not D. No
7. How satisfied are you with your life at present when compared to the past?
A. Very satisfied B. Satisfied C. Dissatisfied D. Very dissatisfied
8. How would you expect things to go in the future?
A. Much better B. Better C. Stay the same D. Worse E. Much Worse
9. How would you rate your overall physical health?
A. Excellent B. Good C. Not so good D. Poor
10. Are you comfortable with your current overall physical health?
A. Yes, most of the time B. Sometimes C. Rarely D. No
11. Are you interested in making changes in behaviors that could improve your overall physical health?
A. Yes B. Possibly C. Probably not D. No

12. How would you describe your current weight?
A. Not a problem B. Sometimes a problem C. Usually a problem D. Always problem
13. Are you comfortable with your current weight?
A. Yes, most of the time B. Sometimes C. Rarely D. No
14. Are you interested in losing weight?
A. Yes B. Possibly C. Probably not D. No
15. Do you currently use any of the following to manage high blood pressure: medication, diet, and exercise?
A. Yes B. Sometimes C. No D. Not Applicable
16. Are you concerned about your blood pressure?
A. Yes, most of the time B. Sometimes C. Rarely D. No E. Not Applicable
17. Are you interested in making changes to reduce your current blood pressure?
A. Yes B. Possibly C. Probably not D. No E. Not Applicable
18. Do you have any other health concerns?
A. Yes B. No
19. Are you satisfied with how you and your doctor(s) are managing any current medical concerns?
A. Yes B. No C. Not applicable
20. Do you think that there are changes you could make in your diet, exercise, or current stress management techniques that could help you better manage medical concerns?
A. Yes B. Possibly C. Probably not D. No
21. How would you rate your overall sleep patterns?
A. Excellent B. Good C. Not so good D. Poor
22. Are you comfortable with your current overall sleep patterns?
A. Yes, most of the time B. Sometimes C. Rarely D. No
23. Are you interested in making changes to improve your overall sleep patterns?
A. Yes B. Possibly C. Probably not D. No
24. How would you rate your level of energy during your off-work hours?
A. Excellent B. Good C. Not so good D. Poor

25. Are you comfortable with your current level of energy during your off-work hours?
A. Yes, most of the time B. Sometimes C. Rarely D. No
26. Are you interested in making changes to improve your energy during off-work hours?
A. Yes B. Possibly C. Probably not D. No
27. How would you rate your level of concentration during off-work hours?
A. Excellent B. Good C. Not so good D. Poor
28. Are you comfortable with your current level of concentration during off-work hours?
A. Yes, most of the time B. Sometimes C. Rarely D. No
29. Are you interested in making changes to improve your current level of concentration?
A. Yes B. Possibly C. Probably not D. No
30. How frequently do you have someone to talk to about personal issues?
A. Nearly always B. Fairly often C. Occasionally D. Not at all
31. How would you rate the quality of your relationship with your spouse/partner?
A. Excellent B. Good C. Not so good D. Poor E. Not Applicable
32. How satisfied are you with the quality of your relationship with your spouse/partner?
A. Very Satisfied B. Satisfied C. Dissatisfied D. Very Dissatisfied E. Not Applicable
33. Are you interested in making changes that might improve your relationship with your spouse/partner?
A. Yes B. Possibly C. Probably not D. No E. Not Applicable
34. If you are a parent, how would you rate your current relationship with your child/children?
A. Excellent B. Good C. Not so good D. Poor E. Not Applicable
35. If you are a parent, how satisfied are you with your relationship with your child/children?
A. Very satisfied B. Satisfied C. Dissatisfied D. Very Dissatisfied E. Not Applicable

36. Are you interested in making changes so that you might improve your relationship with your child/children?
A. Yes B. Possibly C. Probably not D. No E. Not Applicable
37. How would you rate your quality of home life?
A. Excellent B. Good C. Not so good D. Poor
38. How satisfied are you with your quality of home life?
A. Very satisfied B. Satisfied C. Dissatisfied D. Very Dissatisfied
39. Are you interested in making changes to improve your current quality of home life?
A. Yes B. Possibly C. Probably not D. No
40. How would you rate the quality of relationships with your extended family?
A. Excellent B. Good C. Not so good D. Poor
41. How satisfied are you with the quality of relationships with your extended family?
A. Very satisfied B. Satisfied C. Dissatisfied D. Very Dissatisfied
42. Are you interested in making changes to improve the quality of relationships with your extended family?
A. Yes B. Possibly C. Probably not D. No
43. How would you rate the quality of relationships with your friends?
A. Excellent B. Good C. Not so good D. Poor
44. How satisfied are you with the quality of relationships with your friends?
A. Very satisfied B. Satisfied C. Dissatisfied D. Very Dissatisfied
45. Are you interested in making changes to improve the quality of relationships with friends?
A. Yes B. Possibly C. Probably not D. No
46. Do you identify with or find support through your cultural or ethnic identity?
A. Nearly always B. Fairly often C. Occasionally D. Not at all
47. How satisfied are you with your connection to your cultural or ethnic identity?
A. Very satisfied B. Satisfied C. Dissatisfied D. Very Dissatisfied
48. Are you interested in making changes to improve your connection to your cultural or ethnic identity?
A. Yes B. Possibly C. Probably not D. No E. Not Applicable

49. How would you rate your level of community involvement?
A. Excellent B. Good C. Not so good D. Poor
50. How satisfied are you with your level of community involvement?
A. Very satisfied B. Satisfied C. Dissatisfied E. Very Dissatisfied
51. Do you want to be more involved in your community?
A. Yes B. Possibly C. Probably not D. No
52. When you are off-duty, how often do you feel that most people cannot be trusted?
A. Very often B. Rather often C. Occasionally D. Never
53. How frequently would you say you become easily annoyed or irritated with others in general?
A. Very often B. Rather often C. Occasionally D. Never
54. When you are off-duty, are you satisfied with how you view people?
A. Very satisfied B. Satisfied C. Dissatisfied D. Very Dissatisfied
55. When you are off-duty, are you interested in making changes to improve how you view other people?
A. Yes B. Possibly C. Probably not D. No
56. How frequently in the last year have you been able to enjoy your interests and hobbies?
A. As often as I'd like B. Rather often C. Occasionally D. Never
57. How satisfied are you with how frequent you are able to enjoy your interests and hobbies?
A. Very satisfied B. Satisfied C. Dissatisfied D. Very dissatisfied
58. Are you interested in making changes so that you might have more time for interests and hobbies?
A. Yes B. Possibly C. Probably not D. No
59. How would you rate your current financial situation?
A. Excellent B. Good C. Not so good D. Poor
60. How satisfied are you with your financial situation?
A. Very satisfied B. Satisfied C. Dissatisfied D. Very dissatisfied
61. Do you make purchases that you end up working overtime or extra jobs to pay for?
A. Yes, most of the time B. Sometimes C. Rarely D. No

62. Are you interested in making changes to improve your current financial situation?
A. Yes B. Possibly C. Probably not D. No
63. Defining spirituality as believing in a power greater than yourself, would you describe yourself as a spiritual person?
A. Yes, most of the time B. Sometimes C. Rarely D. No
64. Do you find comfort or support in your spirituality?
A. Yes, most of the time B. Sometimes C. Usually not D. No
65. Are you comfortable with your current level of spirituality?
A. Yes, most of the time B. Sometimes C. Rarely D. No
66. Are you interested in making changes so that spirituality might have a more significant impact on your life?
A. Yes B. Possibly C. Probably not D. No
67. Are you:
A. Male B. Female
68. What is your age?
A. 18-28 B. 29-39 C. 40-50 D. 50 or above
69. What is your job title?
A. Trooper B. Sergeant C. Inspector D. Other (do not specify)
70. How long have you worked as a sworn officer, including DSP and any other department or jurisdiction?
A. Less than 5 years B. 5-9 years C. 10 years or more

Thank you for your assistance in helping us continue to meet your needs as a valued WisDOT employee.

APPENDIX D: TRAINING EVALUATION

Your input will greatly help us in our continuing effort to improve the effectiveness of our training courses. Thank you for taking the time to complete this form.

Course Title	Date of Training
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Instructor Name(s)	Your Name (Optional)
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1. Overall, how would you rate this course? Circle one number (10=High, 1=Low).

10 9 8 7 6 5 4 3 2 1

2. The instructor covered the course objectives.

☐ Strongly Agree ☐ Agree ☐ Slightly Agree ☐ Slightly Disagree ☐ Disagree ☐ Strongly Disagree

3. The instructor used effective presentations skills.

☐ Strongly Agree ☐ Agree ☐ Slightly Agree ☐ Slightly Disagree ☐ Disagree ☐ Strongly Disagree

4. To improve this training, what would you:

Expand: _____

Add: _____

Delete: _____

5. List one or two ideas from this course that you can use on your job.

6. Give other general comments about the course, instructor or content.

7. Who else might benefit from this course? _____

APPENDIX E: Life Area Categories

The following explanations are offered to help the reader interpret data.

The variable column included the life areas broken down into the following categories: Total, Goals, Time Management, Receptiveness To Behavior Change, Current Life Satisfaction Level, Future Life Expectations, Wellness, Energy Level, Availability Of Support, Relationship With Partner/Spouse, Relationship With Child, Home Life, Relationship With External Family, Relationship With Friends, Ethnic Identity, Community Involvement, Perception, Interests & Hobbies, Finances, Spirituality .

N indicates sample size, followed by a column of missing data, then the mean, median, trimmed mean (the outer 3%, upper and lower means are not included in this data for more accurate data, and the standard deviation.

Variable	N	Missing Data	Mean	Median	TrMean	StDev
Total	613	0	37.018	36.750	36.967	4.802
Goals	613	0	1.5356	1.3333	1.5033	0.4449
TimeMgt	613	0	1.7806	1.5000	1.7278	0.6857
Recptv	611	2	1.8151	2.0000	1.7377	0.9109
Osat	612	1	1.9183	2.0000	1.8873	0.6865
FutLifEx	613	0	2.2529	2.0000	2.2359	0.6566
Wellness	613	0	1.8712	1.8667	1.8673	0.2387
Energy	612	1	1.9069	1.6667	1.8861	0.4418
AvailCon	612	1	2.1176	2.0000	2.1073	0.5800
RelPart	612	1	1.8404	1.6667	1.8291	0.4727
RelChld	561	51	1.7760	1.6667	1.7459	0.5243
HomeLife	428	184	1.6885	1.6667	1.6762	0.4353
RelExtFa	612	1	1.8273	1.6667	1.8267	0.3878
RelFrnd	612	1	2.0681	2.0000	2.0521	0.4480
RelEth	612	1	1.9673	2.0000	1.9655	0.3996
RelCom	610	3	2.6508	2.6667	2.6898	0.5030
Percpt	612	1	2.4232	2.5000	2.4180	0.3998
IntHob	611	2	2.2771	2.3333	2.2659	0.4016
Fin	612	1	2.1671	2.2500	2.1641	0.3813
Spirit	612	1	1.8529	1.7500	1.8350	0.4288

As indicated above, sworn personnel were not where they wanted to be in any of the 9 life areas as measured by the 70-item questionnaire. For example, a mean score between 1-1.5 would indicate that officers felt a positive level of satisfaction in response to the questions evaluating satisfaction level in various life areas as measured on the questionnaire. A mean score between 1.5-2.0 indicated that officers were less satisfied in that particular life area.

APPENDIX F: SATISFACTION ACCORDING TO SENIORITY

Analysis of Variance for Total

Source	DF	SS	MS	F	P
Seniority	2	151.3	75.7	3.44	0.033
Error	606	13320.9	22.0		
Total	608	13472.2			

Individual 95% CIs For Mean

Based on Pooled StDev

Level	N	Mean	StDev	
1	94	35.930	4.165	(-----*-----)
2	129	37.025	3.980	(-----*-----)
3	386	37.344	5.014	(-----*-----)
Pooled StDev = 4.688				35.20 36.00 36.80 37.60

DF is the degrees of freedom, SS is the sum of squares that measures the variability due to the factors, MS is the mean square that represents the level and error components of the data. F stands for the F-test that evaluates if the difference of group means related to satisfaction was due to seniority or some other variable. P is the probability that the outcome occurred by chance. In this case, there is only a 3% chance of that. Therefore, the numbers reflected in this ANOVA indicate that seniority is a significant factor when measuring satisfaction as evaluated on the 70-item questionnaire.

APPENDIX G: SATISFACTION ACCORDING TO TITLE

Analysis of Variance for Total

Source	DF	SS	MS	F	P
Title	3	546.9	182.3	8.55	0.000
Error	607	12938.4	21.3		
Total	610	13485.3			

Individual 95% CIs For Mean

Based on Pooled StDev

Level	N	Mean	StDev	
1	362	37.660	4.345	(--*--)
2	65	36.365	5.843	(-----*-----)
3	148	36.625	4.568	(-----*-----)
4	36	33.910	4.989	(-----*-----)
Pooled StDev = 4.617				33.6 35.2 36.8

DF is the degrees of freedom, SS is the sum of squares that measures the variability due to the factors, MS is the mean square that represents the level and error components of the data. F stands for the F-test that evaluates if the difference of group means related to satisfaction was due to seniority or some other variable. P is the probability that the outcome occurred by chance. In this case, because the probability is 0 that satisfaction is related to something other than title, this ANOVA indicates that title is a significant factor when measuring satisfaction using the 70 item questionnaire

APPENDIX H : PRE/POST TEST RETURN RATE

<u>WEEK 2</u>		<u>WEEK 3</u>		<u>WEEK 4</u>	
Pre-Test	37	Pre-Test	35	Pre-Test	37
6 Week Post-Test	12	6 Week Post-Test	11	6 Week Post-Test	12
3 Month Post-Test	6	3 month Post-Test	8	3 Month Post-Test	5
<u>WEEK 5</u>		<u>WEEK 6</u>		<u>WEEK 7</u>	
Pre-Test	37	Pre-Test	34	Pre-Test	33
6 Week Post-Test	11	6 Week Post-Test	12	6 Week Post-Test	11
3 Month Post-Test	5	3 month Post-Test	5	3 Month Post-Test	5
<u>WEEK 8</u>		<u>WEEK 9</u>		<u>WEEK 10</u>	
Pre-Test	39	Pre-Test	39	Pre-Test	37
6 Week Post-Test	8	6 Week Post-Test	7	6 Week Post-Test	11
3 Month Post-Test	0	3 month Post-Test	3	3 Month Post-Test	5
<u>WEEK 11</u>		<u>WEEK 12</u>		<u>WEEK 13</u>	
Pre-Test	42	Pre-Test	42	Pre-Test	36
6 Week Post-Test	8	6 Week Post-Test	6	6 Week Post-Test	6
3 Month Post-Test	2	3 month Post-Test	1	3 Month Post-Test	4

APPENDIX I: PHASE 3 PROPOSAL

Wisconsin Department of Transportation
Research Coordination Section
RD&T PROJECT PROPOSAL
Federal Fiscal Year 2005-2006

I. PROBLEM TITLE

Law Enforcement Family Program.

II. BACKGROUND AND PROBLEM STATEMENT

In 2001, the DOT EAP received a \$60,000 research grant to quantify and qualify the Wisconsin Department of Transportation (WisDOT) Division of State Patrol (DSP) sworn officers' stressors as compared with other occupations within the DOT. This study validated the anecdotal information that had been received regarding the level of stress among DSP sworn law enforcement personnel.

In 2002, the DOT Employee Assistance Program (EAP) received \$58,600 in grant funds to develop mitigation strategies to reduce stress. A stress-reduction program was implemented during the State Patrol 2004 In-Service that was conducted for 13 consecutive weeks beginning February 16, 2004 and concluding May 10, 2004. 477 sworn employees received 8 hours of emotional survival training that was based on the program of Dr. Kevin Gilmartin, a national and international law enforcement consultant and presenter. The program was well received by sworn personnel as evidenced by extremely favorable program evaluations, personal comments and one-on-one conversations between sworn officers and staff conducting the training. The program provided insight into the normal law enforcement career path pitfalls, that are less likely to be a result of the law enforcement employee's response to stress and more likely due to the profession. By having this insight, law enforcement personnel can take active steps to ensure proper balance of work and professional life which can ultimately lead to better life-long coping strategies. Two groups were established in the prior research. The control group left training with a prepared plan to follow versus the other participants who left training without any formalized plan. On average, there were about 37 pre-test participants each week. On average, we received 10 post-test questionnaires at 6 weeks and 4 questionnaires at 3 months. Had there been more data, it would have allowed us to see if there had been significant behavior changes made following the training. But with this response rate, we really can't answer those questions. What we can interpret from this data is that the impact that the one-shot training had is undetectable or not quantifiable in terms of the level of impact it had in helping people make significant behavioral changes in the 9 life areas. As a first stress mitigation step, it was helpful to provide this training to law enforcement personnel as well as providing them with a copy of Gilmartin's book that could be shared with family members. However, it is the opinion of the EAP staff that because spouses, partners and family members play such a significant part in an officer

successfully surviving the law enforcement career, through this proposed research, our division may learn what manner is most successful in providing needed services to law enforcement families.

Although there is significant research documenting law enforcement family stress, there is limited knowledge about how to successfully implement a program for the desired result of lowering officer stress. WisDOT EAP has not ever had the opportunity to provide a family specific program. Because family members of law enforcement can be a major source of support or stress for the officers, WisDOT EAP is proposing the following unique research. It has been documented that law enforcement family members who have access to stress program services, learn to understand the demands of police work, and develop ways to cope with stress as a family, often are instrumental in helping to prevent or reduce officer stress. Therefore, WisDOT EAP is interested in researching different family stress reduction delivery systems for the high risk population group found in DSP.

The problem that we would like to address through this research grant is the unusually high amounts of stress (77%) that law enforcement families report, as indicated in the U.S. Department of Justice's publication, "Developing a Law Enforcement Stress Program for Officers and Their Families". In addition to the high amount of stress reported, statistics regarding divorce rates among law enforcement families can reach as high as 75%. By addressing family stress issues through a research oriented program requested by over 30% of the in-service participants, we would be able to evaluate different approaches to providing a family stress management program.

III. RESULTS OF LITERATURE SEARCH

A review of the literature supports high stress sources in law enforcement families. Sources of stress include:

- (1) The fear that the officer will be hurt or killed, other critical incidents that the officer will be exposed to over the course of a career, and the presence of a gun in the home.
- (2) Shift work, overtime and in the last several decades more dual income partners with less flexibility to accommodate unpredictable law enforcement schedules.
- (3) An officer's cynicism, the need to feel in control in the home, or inability or unwillingness to express feelings.
- (4) Officers' and other people's excessively high expectations of their children.
- (5) Avoidance, teasing, or harassment of children because of their parent's job.
- (6) The officer's perceived paranoia or excessive vigilance and subsequent overprotection.
- (7) Either excessive or too little discussion about the job.
- (8) Friends' discomfort because of the officer's weapon and 24-hour role as a law enforcer.
- (9) The impression that the officer would prefer to spend time with fellow officers

rather than with his or her family.

Although there is significant research documenting law enforcement family stress, there is limited research that documents successful ways to reduce that stress and is therefore the need for the proposed family program.

IV. SCOPE OF THE WORK – OBJECTIVES TO BE MET

The proposed project is to have Dr. Kevin Gilmartin present a family program at each of the seven district offices beginning October 2005 through November 2005. In order to accommodate the need to adequately staff each district, the program would be offered on two consecutive nights to allow employees and family members the opportunity to attend one of the sessions. This research would provide the opportunity to evaluate if continued contact such as weekly self-reports regarding behavioral changes suggested in the training and continued contact via EAP staff with half of the participating families over a period of time, produces significantly higher behavior changes than those participants who receive a one time training experience. Should it be determined that additional, on-going support efforts would be helpful in this phase, those too would be considered.

V. PROPOSED TYPE OF PROJECT, COST AND DURATION

We propose a Research Project for the amount of \$50,000.

VI. SPECIFIC RESULTS, FINDINGS, TOOLS, PROCEDURES, ETC. (DELIVERABLES)

We anticipate that having individuals self-report and monthly contact with EAP professionals would be beneficial in successfully implementing stress reduction behaviors that would result in immediate and long-term benefits for DSP sworn personnel. This information could be used as a model for recruit class members in the future as well as continued support for existing employees.

VII. URGENCY AND POTENTIAL PAYOFF

It is important to show commitment to DSP sworn personnel regarding the Division's support in addressing and attempting to reduce job related stress. It is likely that in adapting a preventative approach to law enforcement stress management through education and support, there could be reduced medical health claims to WisDOT, because approximately 25% of health claims have an underlying mental health component. A continued stress reduction focus for this high risk employee group is particularly timely given the proposed reorganization changes going from 7 to 5 regions. To continue to provide support by offering stress management resources, and coping skills to employees and their families that have already been affected by a reduction of work force and no recent recruit classes would likely prove very helpful in attempting to stabilize morale during this potentially difficult time of transition.

The benefit to the public would be the transfer of information to other possible law enforcement agencies interested in implementing such a program.

The results will be documented by a self-report measure comparing those individuals and families who receive a one time family training experience with those who also participate in EAP follow-up contacts.

The application to the Department's Strategic Plan includes a law enforcement work staff that is able to improve customer service because their personal needs have been attended to. In addition, this program would be helpful in preparing WisDOT for an uncertain future as DSP continues to address increasing demands with less resources.

VIII. HOW WILL THE RESULTS BE IMPLEMENTED?

The results could be transferred to law enforcement new recruits and their family members. What would be needed for implementation would be a final report documenting the steps taken and a model for implementing it in the future.

IX. DATE AND SUBMITTED BY:

January 11, 2005

Sue Hunter, Director of EAP, DBM/BHRS/EAP

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